



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

62 West 2nd South, Snowflake, AZ 85937

Snowflake Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Wayne T Cottle  
Schedule : 07:00 AM to 04:00 PM  
Grades : 4-6  
Web Address : [www.Snowflake.k12.az.us](http://www.Snowflake.k12.az.us)  
Phone Number : (928) 536-4156  
Fax Number : (928) 536-2995  
E-mail : [waynec@snowflake.k12.az.us](mailto:waynec@snowflake.k12.az.us)

### Mission

Students will have the opportunity to receive learning experiences as we enable students to experience academic success; learn good citizenship; be accountable and take responsibility; recognize differences; develop self-worth; acquire life skills.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Snowflake Intermediate students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of text.
- ü Snowflake Intermediate students will correctly use written language for a variety of purposes.
- ü Snowflake Intermediate students will participate in the PAWS program to learn character values.
- ü Students who have good attendance, low tardies, good grades, and no discipline will be able to participate in a reward each quarter.

### Enrollment

October 1, 2005 School Year Student Enrollment : 330  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 5

## Instructional Programs

- Ü Traditional Academics
- Ü School-to-Work
- Ü On-site Special Education
- Ü Fine Arts

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The responsibility of the school is to provide comprehensive, success-oriented learning activities in a safe environment. These will develop each student's potential in the areas of academic, vocational, cultural, physical and social development.

### Parents

The school recognizes that the ultimate responsibility for the well-being of all children rests with their parents. Parents should foster attitudes in their children that promotes academic excellence, regular attendance and appropriate behavior.

## Transportation Policy

Transportation of students is a privilege extended to students in the district and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs. Parents are responsible to see that their children are transported to and from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü PBO Elks Ameericanism Contest Essay Winners--3 in 6th	2005
Ü Presidential Academic Awards	2005
Ü AEA North District Division One 1st Place Americanism	2004
Ü National Geographic Bee	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	174	80147	100	100	99	481	478	482	9	10	11	14	16	17	57	57	49	20	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	77	39281	98	99	99	477	472	483	12	10	9	16	17	17	52	58	50	20	14	24
Male	61	96	40780	100	100	98	484	481	482	7	9	12	13	15	17	62	57	48	18	19	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	12	33494	NC	100	99	NC	465	466	NC	17	15	NC	17	23	NC	67	49	NC	NA	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	14	4117	NC	100	96	NC	469	456	NC	7	19	NC	14	27	NC	71	46	NC	7	8
White	91	143	36122	99	99	99	484	480	501	10	10	5	10	13	10	57	57	50	23	20	35
Students with Disabilities	14	30	10295	93	97	92	447	444	443	21	23	33	21	33	26	50	37	33	7	7	8
Students without Disabilities	98	144	69852	100	100	100	486	484	488	7	7	7	13	12	16	58	62	51	21	19	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	67	109	38371	99	99	97	478	475	465	13	14	15	12	15	23	57	54	49	18	17	13
Non-Economically Disadvantaged	45	65	41776	100	100	100	487	482	498	2	3	6	18	17	11	58	63	49	22	17	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	174	79686	100	100	98	485	481	470	4	6	11	18	19	24	65	64	57	13	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	77	39163	98	99	99	486	482	475	4	5	9	22	22	22	62	61	60	12	12	10
Male	61	96	40438	100	100	97	484	479	465	5	7	13	15	17	25	69	68	54	11	8	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	12	33299	NC	100	98	NC	461	452	NC	8	17	NC	25	32	NC	67	47	NC	NA	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	465	446	NC	NA	16	NC	43	38	NC	57	44	NC	NA	2
White	91	143	35914	99	99	98	489	484	489	5	7	5	14	15	15	66	66	67	14	12	14
Students with Disabilities	14	30	9808	93	97	87	442	438	432	21	30	35	36	33	32	43	37	30	NA	NA	3
Students without Disabilities	98	144	69878	100	100	100	491	490	475	2	1	8	15	16	23	68	70	61	14	13	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	67	109	38095	99	99	97	481	476	452	6	8	17	19	21	32	63	61	48	12	10	3
Non-Economically Disadvantaged	45	65	41591	100	100	99	493	490	486	2	3	6	16	15	16	69	71	65	13	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	174	80372	100	100	99	487	484	475	4	3	4	19	23	30	71	71	64	5	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	77	39452	98	99	99	500	495	488	2	1	3	16	18	22	76	77	72	6	4	3
Male	61	96	40836	100	100	98	477	475	464	7	4	6	21	27	37	67	66	56	5	3	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	12	33608	NC	100	99	NC	476	462	NC	NA	6	NC	25	36	NC	75	57	NC	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	482	464	NC	NA	4	NC	36	39	NC	64	56	NC	NA	1
White	91	143	36213	99	99	99	488	485	489	5	3	2	16	22	22	71	71	72	7	4	3
Students with Disabilities	14	30	10526	93	97	94	438	452	427	21	10	15	29	40	53	43	47	31	7	3	1
Students without Disabilities	98	144	69846	100	100	100	494	490	482	2	1	3	17	19	26	76	76	69	5	3	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	67	109	38521	99	99	98	480	478	461	7	5	6	19	25	38	69	68	55	4	3	1
Non-Economically Disadvantaged	45	65	41851	100	100	100	497	493	489	NA	NA	3	18	20	22	76	75	72	7	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	204	79306	100	100	99	497	493	504	11	13	13	23	25	20	54	52	49	12	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	97	38845	100	99	99	493	495	505	13	10	11	21	26	20	55	52	50	11	12	18
Male	67	107	40383	100	100	98	501	492	504	9	15	14	24	23	19	54	52	47	13	9	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	16	28	32673	100	100	99	483	476	487	25	25	18	19	25	25	44	43	46	13	7	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	11	16	4034	100	100	97	491	486	479	9	6	22	27	38	29	55	50	43	9	6	7
White	95	159	36234	100	99	99	501	497	523	8	11	6	22	23	13	57	54	52	13	12	28
Students with Disabilities	26	36	10286	100	97	91	471	465	462	31	39	41	23	22	27	46	39	27	NA	NA	5
Students without Disabilities	97	168	69020	100	100	100	504	499	510	5	7	9	23	25	18	57	55	52	15	13	21
Limited English Proficient Students	NC	14	10291	NC	100	96	NC	456	458	NC	50	38	NC	21	34	NC	29	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	60	100	37437	100	98	97	483	480	486	13	14	19	32	34	26	53	51	46	2	1	9
Non-Economically Disadvantaged	63	104	41869	100	100	100	511	506	521	8	12	7	14	15	14	56	53	51	22	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	204	79000	100	100	98	497	494	489	6	7	10	22	21	24	66	66	58	7	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	97	38774	100	99	99	499	501	494	5	4	7	18	16	22	70	72	61	7	7	10
Male	67	107	40150	100	100	98	495	488	485	6	10	12	25	25	25	63	61	55	6	4	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	16	28	32508	100	100	98	475	475	472	6	11	15	38	39	33	56	50	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	11	16	4016	100	100	96	488	487	467	9	6	14	27	25	37	55	63	46	9	6	2
White	95	159	36135	100	99	98	502	498	508	5	7	4	18	17	14	69	70	67	7	6	15
Students with Disabilities	26	36	9991	100	97	88	474	465	449	19	22	33	38	44	36	38	31	29	4	3	2
Students without Disabilities	97	168	69009	100	100	100	503	500	495	2	4	6	18	16	22	73	74	62	7	6	10
Limited English Proficient Students	NC	14	10199	NC	100	95	NC	445	439	NC	21	35	NC	71	47	NC	7	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	60	100	37234	100	98	97	484	483	472	5	8	15	35	30	33	58	60	50	2	2	3
Non-Economically Disadvantaged	63	104	41766	100	100	99	509	504	505	6	7	5	10	13	16	73	72	65	11	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	204	79611	100	100	99	485	484	496	11	10	7	37	41	37	52	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	97	39016	100	99	99	503	507	511	7	4	4	30	34	29	63	62	66	NA	NA	1
Male	67	107	40519	100	100	98	471	463	482	15	15	10	42	48	44	43	37	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	16	28	32855	100	100	99	495	483	481	6	7	10	50	50	43	44	43	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	11	16	3992	100	100	96	478	486	478	18	13	10	27	31	46	55	56	44	NA	NA	0
White	95	159	36380	100	99	99	485	484	511	12	10	4	35	40	30	54	50	65	NA	NA	1
Students with Disabilities	26	36	10664	100	97	94	425	428	440	35	31	23	38	42	54	27	28	22	NA	NA	1
Students without Disabilities	97	168	68947	100	100	100	502	496	504	5	5	4	36	41	34	59	54	61	NA	NA	1
Limited English Proficient Students	NC	14	10362	NC	100	97	NC	441	438	NC	14	22	NC	64	57	NC	21	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	60	100	37626	100	98	98	474	469	479	10	10	10	48	51	45	42	39	45	NA	NA	0
Non-Economically Disadvantaged	63	104	41985	100	100	100	497	498	511	13	10	4	25	32	30	62	59	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	191	79327	100	100	98	524	515	518	9	12	19	20	25	20	57	53	46	14	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	110	38961	100	100	98	525	517	520	11	11	16	20	25	20	57	54	48	13	10	16
Male	40	81	40295	100	100	97	522	512	516	8	14	21	20	25	19	58	52	44	15	10	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	18	32327	NC	100	98	NC	494	499	NC	28	27	NC	17	25	NC	50	41	NC	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	18	4391	NC	100	96	NC	492	489	NC	22	32	NC	44	27	NC	28	36	NC	6	4
White	79	155	36373	100	100	98	528	520	538	6	9	10	18	24	14	62	56	52	14	11	25
Students with Disabilities	10	22	9321	100	100	87	NA	474	467	NA	41	54	NA	32	22	NA	27	21	NA	NA	3
Students without Disabilities	86	169	70006	100	100	100	529	520	524	6	8	14	17	24	19	62	56	49	15	11	18
Limited English Proficient Students	NC	12	9431	NC	100	95	NC	481	466	NC	42	53	NC	25	27	NC	25	18	NC	8	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	55	106	37097	100	100	97	522	509	498	13	15	27	20	29	25	53	47	41	15	8	7
Non-Economically Disadvantaged	41	85	42230	100	100	99	526	523	535	5	8	11	20	20	15	63	60	50	12	12	24

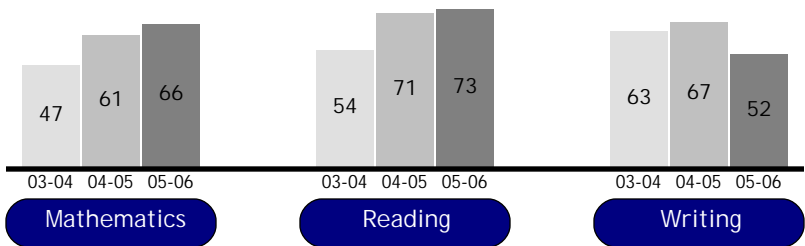
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	191	79501	100	100	98	511	505	497	4	4	10	19	24	25	74	69	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	110	39062	100	100	99	516	510	502	4	3	8	13	21	23	80	72	64	4	5	5
Male	40	81	40368	100	100	98	505	498	491	5	5	13	28	28	27	65	65	57	3	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	18	32389	NC	100	98	NC	473	478	NC	11	16	NC	39	34	NC	50	48	NC	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	18	4401	NC	100	96	NC	479	473	NC	17	17	NC	44	40	NC	39	43	NC	NA	1
White	79	155	36446	100	100	99	518	511	516	3	1	4	13	20	15	81	75	73	4	4	7
Students with Disabilities	10	22	9411	100	100	88	NA	464	453	NA	18	36	NA	50	36	NA	32	26	NA	NA	1
Students without Disabilities	86	169	70090	100	100	100	515	510	502	2	2	7	16	21	24	78	74	65	3	4	5
Limited English Proficient Students	NC	12	9401	NC	100	94	NC	457	443	NC	25	40	NC	50	46	NC	25	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	55	106	37183	100	100	97	506	494	479	7	7	16	22	29	34	67	62	49	4	2	1
Non-Economically Disadvantaged	41	85	42318	100	100	99	518	518	513	NA	NA	5	15	18	17	83	78	70	2	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	191	80000	100	100	99	567	570	564	5	3	3	7	6	11	76	83	75	11	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	110	39288	100	100	99	575	578	579	7	4	2	4	4	6	71	79	77	18	14	16
Male	40	81	40644	100	100	98	556	560	549	3	1	4	13	9	15	83	88	74	3	2	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	18	32672	NC	100	99	NC	558	548	NC	NA	4	NC	17	14	NC	78	76	NC	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	18	4424	NC	100	97	NC	537	549	NC	6	3	NC	22	14	NC	72	77	NC	NA	5
White	79	155	36602	100	100	99	573	575	579	5	3	2	3	3	7	80	85	75	13	10	16
Students with Disabilities	10	22	9919	100	100	93	NA	532	505	NA	5	9	NA	23	35	NA	68	54	NA	5	2
Students without Disabilities	86	169	70081	100	100	100	571	575	571	5	2	2	5	4	7	79	85	79	12	9	12
Limited English Proficient Students	NC	12	9571	NC	100	96	NC	524	502	NC	NA	10	NC	42	29	NC	58	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	55	106	37534	100	100	98	566	565	547	5	3	4	9	7	15	73	83	76	13	8	5
Non-Economically Disadvantaged	41	85	42466	100	100	100	569	576	578	5	2	2	5	5	7	80	82	75	10	11	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	98	61	NA	56	100	57	53	48	99	61	59	52
	Language	99	54	56	52	100	55	53	49	99	61	56	52
	Mathematics	98	58	59	61	100	56	54	53	99	61	58	58
5	Reading	98	57	NA	55	100	52	52	50	100	65	63	56
	Language	98	55	50	49	100	48	47	50	100	56	56	54
	Mathematics	98	68	57	63	100	50	49	49	100	48	48	52
6	Reading	98	65	NA	56	100	59	56	51	99	65	61	56
	Language	98	57	58	48	100	51	51	47	99	63	54	50
	Mathematics	98	76	72	66	100	57	55	52	99	63	59	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Snowflake Intermediate School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Parent/Educator Relations
- ü Budget
- ü Parent Involvement Activities
- ü School Safety Issues
- ü Curriculum Development
- ü Instructional Strategies

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	2.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	0	0	0
10 or more years	9	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü 12 Student Computers in Each Classroom
- ü Gym/Cafeteria
- ü New Library

### Extracurricular Activities

- ü Student Council
- ü Band
- ü Orchestra

### Social Services

- ü Recreational Activities
- ü Home and family liaison
- ü Crisis Intervention
- ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Accelerated Reader was introduced district wide. There has been more books read with greater comprehension this year. We are looking forward to a great year with the AR Program.
- ü We now have the Internet in the office area, the library, teachers' workroom and on the 12 student computers in each classroom. We are working toward integration of technology in the classrooms.
- ü Million Minutes: We exceeded our goal this year and the students are excited to be apart of this program. All of the one million plus minutes were read out side of school. We owe a big thanks to the parents for their support in exceeding this goal
- ü P.A.W.S. Program continues to be a great success. We recognized 112 students in our assemblies and sent letters to all of their parents. This program helps students make good choices.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have zero tolerance for weapons at school. We have an incentive program called PAWS that stands for Pride, Attitude, Willingness and Success. Taco Bell is helping us with rewards to the winners each month. We teach the DARE program in the 6th grade which reinforces how students can make right choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Wayne T Cottle	(928) 536-4156
Transportation Policy	Lynn Ortega	(928) 536-2185
Community Resources	Leslie Stockton	(928) 536-4156
School Nutrition Programs	Shelli Graham	(928) 536-4156
Parent Organization	Site Council	(928) 536-4156
Student Health/Nurse	Shirley Hatch	(928) 536-4156

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* Due to booklet size printing, print copies are produced in multiples of 4.